



General Certificate of Secondary Education June 2010

Geography A

40302F

Fountain Tier

Unit 2

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

Copyright © 2010 AQA and its licensors. All rights reserved.

COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

GENERAL GUIDANCE FOR GCSE GEOGRAPHY ASSISTANT EXAMINERS

Quality of Written Communication

Where candidates are required to produce extended written material in English, they will be assessed on the quality of written communication.

Candidates will be required to:

present relevant information in a form and style that suits its purpose;
ensure that text is legible and that spelling, punctuation and grammar are accurate;
use specialist vocabulary where appropriate.

Levels Marking - General Criteria

Where answers are assessed using a level of response marking system the following general criteria should be used.

Level 1: Basic

Knowledge of basic information
Simple understanding
Little organization; few links; little or no detail; uses a limited range of specialist terms
Reasonable accuracy in the use of spelling, punctuation and grammar
Text is legible.

Level 2: Clear

Knowledge of accurate information
Clear understanding
Organised answers, with some linkages; occasional detail/exemplar; uses a good range of specialist terms where appropriate
Considerable accuracy in spelling, punctuation and grammar
Text is legible.

Annotation of Scripts

One tick equals one mark, except where answers are levels marked (where no ticks should be used). Each tick should be positioned in the part of the answer which is thought to be credit-worthy.

Where an answer is levels marked the examiner should provide evidence of the level achieved by means of annotating 'L1', 'L2' or 'L3' in the left hand margin.

The consequent mark within this level should appear in the right-hand margin.

Ticks must not be used where an answer is levels marked.

Examiners should add their own brief justification for the mark awarded e.g. *Just L3, detail and balance here.*

Where an answer fails to achieve Level 1, zero marks should be given.

General Advice

Marks for each sub-section should be added in the right-hand margin next to the maximum mark available which is shown in brackets. All marks should then be totaled in the 'egg' at the end of each question in the right-hand margin. The totals should then be transferred to the boxes on the front cover of the question paper. These should be totaled. The grand total should be added to the top right-hand corner of the front cover. No half marks should be used.

It is important to recognize that many of the answers shown within this mark scheme are only exemplars. Where possible, the range of accepted responses is indicated, but because many questions are open-ended in their nature, alternative answers may be equally creditworthy. The degree of acceptability is clarified through the Standardisation Meeting and subsequently by telephone with the Team Leader as necessary.

Diagrams are legitimate responses to many questions and should be credited as appropriate. However, contents which duplicate written material or vice versa should not be credited.

Quality of Written Communication (QWC) is part of the award of marks in levels marked answers only. In levels marked answers the quality of the geography is assessed and a level and mark awarded according to the geography. As is sometimes the case, the geography may be sound at a particular level but the examiner may not be sure as to whether there is quite enough to raise the mark within that level. In this case the examiner should consider the QWC of the answer. QWC that fulfils the criteria for the level should lead to the rise in the mark but where the QWC does not fulfil the criteria, the answer should remain at the mark first thought appropriate. In cases where QWC has been used in the award of marks, the examiner should indicate this with QWC and arrows that indicate either an upward or downward trend according to its impact on the final award of the mark.

40302F

SECTION A

Question 1 Population Change

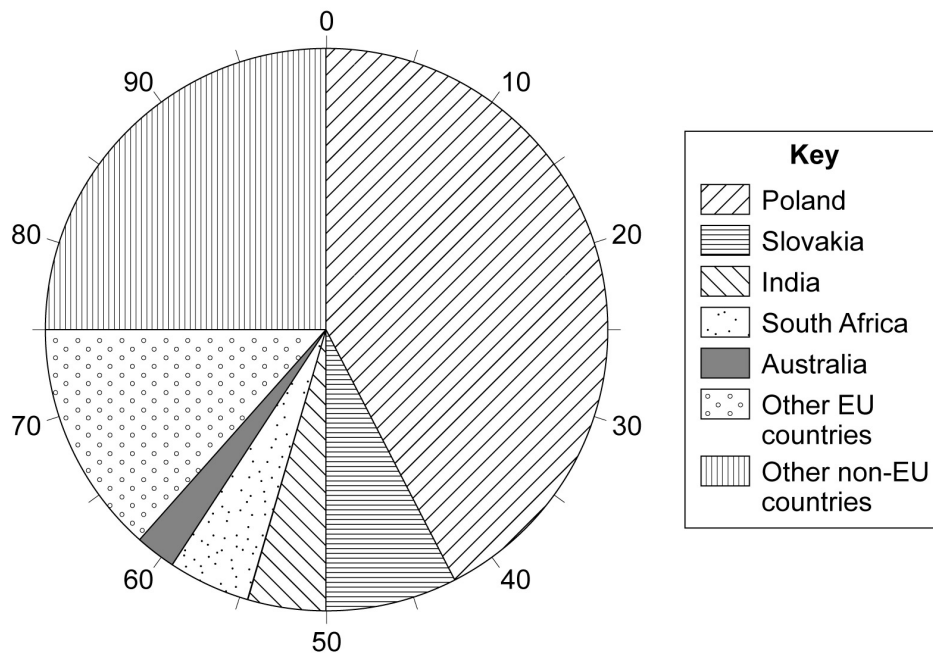
1 (a) (i) **Person** who **moves** from one place to another. (1 mark)

AO1 – 1

1 (a) (ii) 2×1
Line in the correct position (1). Correct shading according to the key (1).

(2 marks)

AO4 – 2



1 (a) (iii) 2×2
Push factor - Poor standard of living / unemployment / dislike of government policies at home.
Pull factor – Higher pay / to improve their English / to join family members.

(4 marks)

AO1 – 4

1 (a) (iv) The answers can cover positives and/or negatives.
Positive effects (advantages) – Source of income from migrants to people at home. Migrants may be learning new skills which they can use if they come back to the country. May relieve population pressure if home country is over populated.
Negative effects (disadvantages) - The birth rate may fall leading to an ageing population. Home country may suffer a labour shortage.

(4 marks)

AO2 – 4

Level 1 (Basic) (1-2 marks)

Simple statements with little development of the effect on the home country.

Shortage of labour / Decrease in the birth rate / Skill shortage / Money sent home.

Level 2 (Clear) (3-4 marks)

Linked statement showing effect on source country. Must cover both positives and negatives.

The industries at home are suffering because there is a shortage of labour / skilled labour. As it is the younger people who tend to migrate there is a decline in the birth rate, resulting in an increasingly ageing population. The families left behind gain benefit from the money, which is sent home by the workers living abroad.

- 1 (b) (i)** 2×2 (2 marks)
 Lowest prediction rises more slowly to 2050 (1). Highest prediction continues to rise until 2100 / lowest prediction levels off / eventually drops (1). Reserve (1) for highest and (1) for lowest. **AO3 – 2**
- 1 (b) (ii)** 2×2 (4 marks)
Increasing urbanisation – As more and more people live in towns the birth rate tends to decline as they work in industry rather than agriculture so there is less demand for farm labour. **AO1 – 2**
Changes in farming – Agricultural improvement can lead to mechanisation and so there is less need for labour to work on the farm. **AO2 – 1**
Increasing education for women – Women want careers of their own and do not want to spend their lives producing children and staying at home. More effective use of contraception. **AO3 – 1**
 Allow explanations which lead to rapid increase as well (if justified).
- 1 (c) (i)** Fines and lack of tax relief for families with more than one child. (6 marks)
 Themes of ‘granny police’ – paid informants. Changes allowing ethnic minorities to have more than one child or parents who are only children. **AO1 – 5**
 Aimed to reduce the number of children of rural families where there was a decreasing demand for farm labour. **AO2 – 1**

Level 1 (Basic) (1-4 marks)

Simple statements with no real development and little reference to the situation since the 1990s.

They are allowed to have only one child. There are fines for people with more than one child. There are granny police.

Level 2 (Clear) (5-6 marks)

Linked statements with possibly some indication of the more recent developments.

The one-child policy has been directed to the people living in the countryside rather than the people who live in the towns. It is not directed towards any of the country's ethnic minorities concentrating on the Han Chinese.

- 1 (c) (ii)** 1×2 or 2×1 (2 marks)
 There is an increasing concern that there will be a labour shortage. It is leading to an increasingly ageing population. It has possibly led to increased infanticide if the first-born is a girl, because of the importance given by the Chinese to having a boy child to carry on the family home. There is an increasing shortage of girls of marriageable age, leading to concern that frustrated bachelors will be a cause of trouble. **AO2 – 2**

Total 25 marks

Question 2 Changing Urban Environments

- 2 (a) (i)** Mexico City. **(1 mark)**
AO3 - 1
- 2 (a) (ii)** 2×1 **(2 marks)**
Must be causes - traffic / industries / use of fossil fuels. Accept reference to specific knowledge of poor world cities, e.g. the situation of Mexico City in a basin surrounded by hills which means the pollution tends to stay over the city. **AO1 – 2**
- 2 (a) (iii)** Need not be specific to one kind of pollution, so can cover industrial, traffic. The answers can cover any remedy or strategy so long as it is feasible. This will include pollution control measures undertaken in western countries even though there may be limited evidence of these being undertaken in poorer countries. Answers could cover legalisation and fines, various traffic control resources such as congestion charging, pedestrianisation, industrial remedies include taller chimneys, clean air acts etc. **(4 marks)**
AO2 – 4
- Level 1 (Basic) (1-2 marks)**
Simple statements listing possible remedies without the elaboration showing the effect it will have on reducing the pollution.
Fit filters to the chimneys. Reduce the amount of traffic entering the city. Encourage the use of cleaner sources of energy. Use fines.
- Level 2 (Clear) (3-4 marks)**
Linked statements with some indication on how the suggested remedy will reduce the incidence of pollution.
Fitting filters to the chimneys of industrial plants will reduce the amount of gases entering the atmosphere and reduce the incidence of air pollution. Put into effect traffic control measures such as congestion charges, increased car park charges / pedestrianisation to reduce the amount of traffic entering the city.
- 2 (b) (i)** Central Business District – at least first two words correct. **(1 mark)**
AO1 - 1
- 2 (b) (ii)** Shops to let / closed. **(1 mark)**
AO3 - 1
- 2 (b) (iii)** 2×1 **(2 marks)**
Pedestrianisation. Street furniture / flower baskets / clean environment. **AO3 – 2**

- 2 (b) (iv)** 2×2 (4 marks)
Reserve 1 mark under each heading for an indication of how the suggested solution will improve the CBD.
AO1 – 4
Giving money to build indoor shopping centres – allow people to shop in the warm and dry whatever the weather. They often have parking spaces provided making them accessible and so encouraging more people to shop in the city centre.
Encouraging people to live in flats above the shops – if people live above the shops there will be more people in the city centre at night and so the shops and other land-uses like entertainment are likely to gain more custom.
Introducing security cameras – may reduce crime or at least make people less frightened and so they are more likely to use the city centre especially at night.
- 2 (c) (i)** 2×1 (2 marks)
Accept named squatter settlement within a city.
AO1 – 2
Outskirts of cities / alongside main roads or railways / on steep slopes / around the city centre / in poorly drained areas / near to factories.
- 2 (c) (ii)** 2×1 or 1×2 (2 marks)
Not on land legally owned / on dangerous, unstable land / land subject to frequent flooding / very expensive / not enough money / squatter settlements are continually growing so never ending job to improve them.
AO1 – 2
- 2 (c) (iii)** (6 marks)
The name of the case study could be a location, i.e. city or a scheme. Schemes include site and service/camping redevelopments, and self help schemes. Likely cities are Rio de Janeiro, São Paulo or Nairobi. The emphasis has to be the improvements to the squatter settlements which may be undertaken by the inhabitants, local/government authorities or NGOs. Some may be unplanned, i.e. illegal links to electricity supply. Look for references to improvements in the houses and the general infrastructure as well as improved facilities for health and education and their effect on peoples' lives.
AO1 – 1
AO2 – 4
AO3 – 1

Level 1 (Basic) (1-4 marks)

Simple statements with no named settlement or improvement project such as site and service. Maximum 2 marks for direct lifts from Figure 6.

They build houses with stronger materials. Electricity was provided to the houses. Refuse collected.

Level 2 (Clear) (5-6 marks)

Linked statements with at least the name of a settlement or an improvement project.

In site and service schemes people are encouraged to help build their own houses. Each group would dig ditches to put in water and sewage pipes. In São Paulo homes were improved by rebuilding the houses with breeze-blocks.

Total 25 marks

Question 3 Changing Rural Environments**3 (a) (i)** 3×1 **(3 marks)**

Grid Square	Feature
2869	Industrial estate
3068	Golf Course, (Sir Thomas and Lady Dixon) Park
3870	Crematorium / Playing Field
3266	Garden Centre

AO1 – 2
AO3 – 1**3 (a) (ii)** **(4 marks)**

There should be evidence of the use of the O.S map extract – this can be by the use of specific grid references and/or place names or locations. However there should be evidence of the candidate going beyond map evidence with their own knowledge to show why the various land uses and developments or the rural-urban fringe around Belfast may be causing pressure to this land use zone. The attractions of the rural-urban fringe, such as its accessibility to both urban and rural areas, its relative cheapness to land in the city built up area. Candidates can make use of their answers to 3ai).

AO1 – 3
AO3 – 1**Level 1 (Basic) (1-2 marks)**

Simple statements with no reference to map evidence or no use of own knowledge.

Houses have been built. There is a motorway. It is close to the city.

Level 2 (Clear) (3-4 marks)

Linked statements with evidence of both the use of the map and own knowledge and some indication of how the developments will lead to pressure.

The settlements such as in square 3569 have grown along with the modern road layout pattern in the small settlements. The motorway has been built giving access, which will encourage further developments like the industrial estate in 2869. The land will be cheaper than nearer the city centre encouraging growth.

3 (b) (i) **(1 mark)**

Large scale (Commercial) farming enterprise / several farms joined together to form one business. Accept any reference to large size / products.

AO1 – 1

3 (b) (ii) **(4 marks)**

Peas must be grown **near to** the freezing factory because they are perishable. Supermarkets have contracts with **farms** to grow **potatoes** of similar size. This gives the farmers a guaranteed **market** for some of their crop.

AO2 – 4

3 (b) (iii) 2×2 **(4 marks)**

No credit for simple direct opposites.

AO2 – 4

Increasing field size – qualify for a grant to replant hedges / build stone walls as field boundaries to reduce size of fields.

Overuse of chemicals – encourage the use of natural fertilisers and the expansion of organic farming.

Factory farming – ban the battery farming of chickens, encourage greater free-range production.

-
- 3 (c) (i)** 53 (kg per year). No unit no marks. **(1 mark)**
AO3 – 1
- 3 (c) (ii)** 1×2 or 2×1 **(2 marks)**
Generally effect greater on middle and bottom of the slope than on the top slope. Second mark for some illustration. Reserve (1) for reference to use of graph / slope. **AO3 – 2**
- 3 (d)** Accept reference to a clarification of irrigation. The improvements can cover increased yield as well as increased area that can be brought into cultivation. Accept reference to effect on farmers and their lives, such as possibility of moving into cash cultivation and hence opportunity for making money. The use of case study, such as the Aswan Dam in Egypt would be a good way to answer this question, referring to increased yields, possibility of more than one harvest per year, desert areas brought into cultivation. Greater range of crops being grown. **(6 marks)**
AO1 – 6

Level 1 (Basic) (1-4 marks)

Simple statements with little or no real indication of the resulting positive change to the agriculture.

Artificial watering of the fields. Bring water to the fields. Can grow more crops. Can cultivate dry areas.

Level 2 (Clear) (5-6 marks)

Linked statements with an indication of the positive changes brought about.

There is an increased yield of crops if there is a regular supply of water to the fields. More than one harvest a year can be produced if the fields are irrigated. More crops can be grown as dry areas can be brought into cultivation.

Total 25 marks

SECTION B**Question 4 The Development Gap**

- 4 (a) (i) Human Development Index (at least first two words correct). (1 mark)
AO1 – 1
- 4 (a) (ii) Brazil. (1 mark)
AO3 – 1
- 4 (a) (iii) 2×1 (2 marks)
It is only an average figure. It does not show variations between different parts of a country. There may be an elite in the country with much of the wealth concentrated in a few people. AO1 - 2
- 4 (a) (iv) 1×2 or 2×1 (2 marks)
It uses more than one indicator. It is not only concerned with economic factors but also takes into account social well-being of the people. AO1 – 1
Accept (1) for definition / list relating to HDI. AO3 – 1
- 4 (a) (v) Responses will depend on case study selected – likely to be a hurricane effect at the West Indies, cyclone damage in Bangladesh, volcanic eruption in Montserrat. Evidence of damage must be appropriate to the case study chosen. Need to consider how the damage has impacted on future of area. Cost of reconstruction related to country's available income/GNP. Emphasis should be on long-term effects of damage of the infrastructure, particularly the transport, water and sewage systems. (4 marks)
AO2 – 4

Level 1 (Basic) (1-2 marks)

Simple statements with no named natural hazard and/or more concerned with the effects of the hazard rather than the implication for the country's development.

There are many deaths. Many people lost their homes. There were many injured.

Level 2 (Clear) (3-4 marks)

Linked statements with at least the name of a hazard and some indication of the effect of the hazards on the country's future prospects and developments.

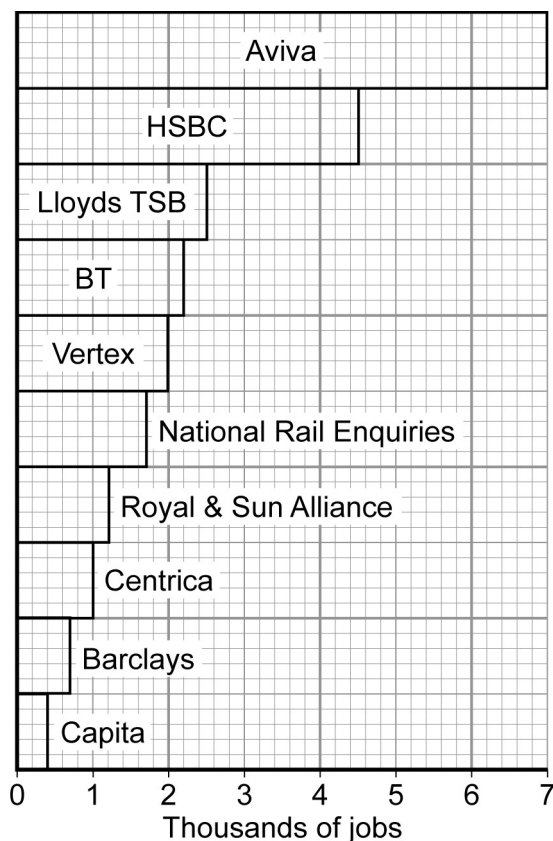
The Asian tsunami destroyed many homes, which will have to be replaced costing a great deal of money that would have been used to help the country. The earthquake in China destroyed the infrastructure of the region, which will take many years to replace.

- 4 (b) (i)**
- | | | |
|-------------------|--|---|
| Conservation swap | | China gave aid to Zambia to build a railway to the coast in return for cheap copper |
| Debt abolition | | When Bolivia agreed to protect some rainforest, the USA cancelled some of Bolivia's debts |
| Bilateral aid | | Money collected from people in the UK was sent to earthquake victims in Pakistan |
| Tied aid | | The French government gave money to help develop schools on the island of Reunion |
| Voluntary aid | | The Paris Club of rich countries cancelled the debts of the West African country of Togo |
- (3 marks)**
AO1 – 2
AO3 – 1
- 4 (b) (ii)** Making improvements that will help the present generation (1) without making difficulties for future generations (1). **(2 marks)**
AO1 – 2
- 4 (b) (iii)** Responses will depend on development project chosen. Although likely to be named by reference to its location, accept reference to a more generic term, e.g. irrigation scheme, building of agricultural college/educational facilities provided details given are appropriate and not too generalised. Likely responses will refer to training to provide skills that can be used on other projects in the future, improving agricultural knowledge and farming technique allowing food production in the future. References to sustainable use of resources would also gain credit. **(6 marks)**
AO1 – 4
AO2 – 2
- Level 1 (Basic) (1-4 marks)**
Simple statements on an unnamed development project.
They built dykes. They built wells. They built schools.
- Level 2 (Clear) (5-6 marks)**
Linked statements on a named development project.
Vietnam built dykes that will protect farmland from flooding in the future. Vietnam built wells that provide water for the farm increasing the yield and health of the people. People got an education in the schools that were built so they could use the skills they learnt in the future.
- 4 (c) (i)** 2×1 **(2 marks)**
The poorer countries largely exported primary goods. The richer countries largely export manufactured goods. **AO3 – 2**
- 4 (c) (ii)** 1×2 or 2×1 **(2 marks)**
They will be more likely to control the price of the goods they export. It will make it more difficult for richer countries to shop around to find a cheaper price. **AO2 – 2**

Total 25 marks

Question 5 : Globalisation

- 5 (a) (i)** 2×1 correctly drawn and labelled bars.

(2 marks)**AO3 – 2**

- 5 (a) (ii)** This can be either a consideration of the advantages of transferring jobs to countries like India, or the disadvantages of creating similar jobs in the UK, or a combination of both. Likely to concentrate on cheapness of labour but look for evidence of an appreciation of how technological improvements and ICT have made these developments. Significance of number of well educated people who speak English in places like India, South Africa and the Philippines. People in these countries able to command higher wages than many other occupants can though they may be graduates.

(4 marks)**AO1 – 4****Level 1 (Basic) (1-2 marks)**

Simple statements.

*Cheaper. Lower wages. Good communications. Speak English.***Level 2 (Clear) (3-4 marks)**

Linked statements, which show the advantages of transferring jobs to India.

The wages in India are lower than the equivalent jobs in the UK. The development of ICT has allowed people in UK to speak easily to people in India.

- 5 (a) (iii)** Greater job prospects / Higher wages / More or greater profit. (The advantage can be to the UK, India or the company.)

(1 mark)**AO2 – 1**

- 5 (a) (iv)** 1×2 **(2 marks)**
Either UK businesswoman – Not all jobs are going to India. The numbers there are still much smaller than the number of jobs created in India **AO2 – 2**
Or UK MP – There will be unemployment because jobs are not being created in the UK or existing ones are being transferred to India.
- 5 (b) (i)** **(3 marks)**
- | Reason | True or False |
|---|---------------|
| Rich countries do not use much energy | |
| The population of the world is increasing | ✓ |
| Fossil fuels are not available | |
| More people are using cars | ✓ |
| People are using more electrical gadgets in their homes | ✓ |
| Renewable energy is the cheapest form of energy | |
- AO1 – 3**
- 5 (b) (ii)** 1×2 **(2 marks)**
 Can be generic or specific to a type of renewable energy, e.g. the wind does not always blow / needs a large number of turbines to supply a sizeable amount of energy / expensive to set up / visual pollution **AO1 – 2**
- 5 (c) (i)** 6 (units given) **(1 mark)**
AO3 – 1
- 5 (c) (ii)** 14 (units given). **(1 mark)**
AO3 – 1
- 5 (c) (iii)** China. **(1 mark)**
AO3 – 1
- 5 (c) (iv)** 1×2 or 2×1 **(2 marks)**
 The effect of one country working alone will have little effect on the global position. Working together will allow the different countries to police each others success or failure. Accept lack of agreement could mean continued increase in carbon. **AO2 – 2**

- 5 (d)** Candidates should show how the advantages of cheaper wages, large towns and reduced health and safety regulations have led to the development of industry in China. These basic advantages need to be developed in order to show how they encouraged the growth of industry. The importance of government legislation in China could be referred to, as well as the influence of TNCs. The influence of special enterprise zones, tax relief, no strike legislation are other areas that would be relevant. **(6 marks)**
- AO1 – 3**
AO2 – 3

Level 1 (Basic) (1-4 marks)

Simple statements with no explanation or reasons for decline in some parts.

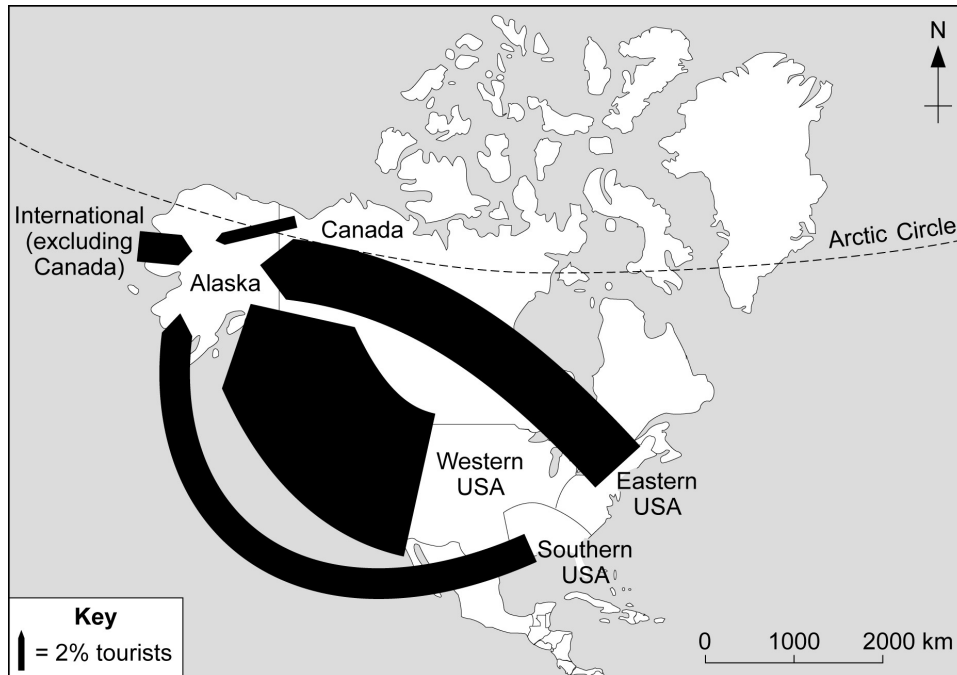
Cheaper wages. Longer hours. Less health and safety. TICs.

Level 2 (Clear) (5-6 marks)

Linked statements showing an explanation for the growth of industry.

The workers are paid lower wages so there is more profit for the industry. The workers work longer hours so there is greater productivity and output. The government of China is investing heavily in manufacturing industries. The government is encouraging TNCs to invest in China. The government is giving tax relief and cheap loans to industries which set up in China.

Total 25 marks

Question 6 : Tourism**6 (a) (i)** Correct width of arrow.**(1 mark)****AO3 – 1****6 (a) (ii)** Foreign country / similar scenery at home / similar weather / expensive.**(1 mark)****AO2 - 1****6 (a) (iii)** 2×2**(4 marks)**

Large numbers of tourists can destroy the delicate ecosystem, which takes a long time to recover in these extreme environments. The infrastructure of these areas cannot cope with large numbers of people, which may result in pollution and sewage problems. Pollution needs to be qualified.

AO1 – 3**AO2 – 1**

6 (a) (iv) Responses will depend on area chosen – most likely to be Antarctica. The emphasis is on coping with visitors, emphasizing the strategies put in place. Limited reference should be given to the effects of a large number of visitors on a fragile hostile environment. These will include restricting numbers due to quota systems, price controls or no-go areas, strict monitoring of numbers, e.g. by size and number of cruise ships, reducing prices for tourists willing to go to less frequented areas, or out of high season. Strict controls on the disposal of waste, and pollution control regulations.

(6 marks)**AO1 – 3****AO2 – 3****Level 1 (Basic) (1-4 marks)**

Simple statements without any attempt to explain how the suggested action may have an effect of reducing the impact of tourists on the environment.

Maximum Level 1 if no named area.

Restrict the number of tourists. Maintain no-go areas. Strict controls on waste. Make holidays more expensive. Make charges for entry to more sensitive areas.

Level 2 (Clear) (5-6 marks)

Linked statements with indication of how the suggested actions will reduce tourists' impact on the environment. Need specific reference to how they cope with impact.

By charging entry to the more sensitive areas, the holidays would become more expensive which would have the effect of reducing the number of tourists visiting. Have a quota system, which allows only a specified number of tourists at one time so the impact is kept manageable. Have strict controls on removal of waste, which would reduce the danger of it entering the food chain or impacting on the ecosystem.

- | | | |
|-------------|---|--------------------|
| 6 (b) (i) | Germany. | (1 mark) |
| | | AO3 – 1 |
| 6 (b) (ii) | France. | (1 mark) |
| | | AO3 – 1 |
| 6 (b) (iii) | The countries earning the most money from tourism tend to be in the south in Europe around the Mediterranean whereas the biggest spenders on tourism are in the northern part of Europe. | (2 marks) |
| | | AO2 – 1
AO3 – 1 |
| 6 (b) (iv) | The warmer weather / drier in summer / cooler in the north, hotter in the south. Value for money / cheaper. | (1 mark) |
| | | AO3 – 1 |
| 6 (c) | For either coastal areas or cities, responses will depend on the area chosen. A wide range of possible examples for coastal areas physical and human attractions can be considered. Look for specific details, to develop descriptions of generic features such as beaches, cliffs etc. Human attractions can be covered but the answer must be more than a gazette, and the tourist attractions discussed should be used to show why the area developed as a tourist area. The attractions of cities as tourist areas will include cultural events and buildings such as museums and theatres. Historical buildings and shops are likely to be cited frequently. | (4 marks) |
| | | AO1 – 2
AO2 – 2 |

Level 1 (Basic) (1-2 marks)

Simple statements giving the attractions without elaborating to show why they lead to the development of a tourist industry.

Either – Coastal areas

It is by the sea. There are beaches. There are night clubs.

Or – Cities

There are shops. There are historical buildings. There are theatres.

Level 2 (Clear) (3-4 marks)

Linked statements giving the attractions and showing why they lead to the development of a tourist industry.

Either – Coastal areas

It is by the sea where people go swimming. Children can play on the sandy beaches. There are arcades and nightclubs where people can go if the weather is poor.

Or – Cities

These have a large range of shops, where people can get a greater choice of things to buy. People can enjoy the culture of the city by visiting historical buildings. Entertainment is more varied in cities so people can go to theatres or concerts.

6 (d)**2×2****(4 marks)**

No unsuitable buildings causing visual pollution. They use local materials, which fit in with the environment. Local people are used as guides, which improves the local economy.

AO1 – 4

Reserve (1) for benefits.

Total 25 marks